

Nationwide Head Start is Celebrating 50 Years of Service to Families!

ROCK-WALWORTH

Comprehensive Family Services, Inc.

HEAD START and EARLY HEAD START 0-5 Child Development Program

Website: www.rwcfshheadstart.org

Facebook: Rock/Walworth County Head Start & Early Head Start

PARENT ORIENTATION & POLICY HANDBOOK

MISSION STATEMENT

Staff, communities, and families working together to address inequities based on income through education and support services for young children.

VALUE STATEMENTS:

We celebrate every individual's strengths, opportunities, and choices.

We believe in providing healthy, safe environments.

We believe in encouraging life-long learning and growth.

We believe in shared leadership where opportunities are present for everyone to develop to their fullest potential.

We believe every family is its child's most influential teacher.

We believe we achieve more when we have meaningful partnerships within the community.

*Approved by the Rock-Walworth C.F.S. Inc. Head Start/Early Head Start Board of Directors and Policy Council
January 28, 2010*

ADMINISTRATIVE CENTER ADDRESS and PHONE NUMBERS

Administrative Center located at the Beloit HS Center: 1221 Henry Avenue, Beloit, WI 53511
Phone: 1-608-299-1500 Toll Free: 1-800-774-7778 Fax: 1-608-299-1629

EARLY HEAD START & HEAD START SITE LOCATIONS and PHONE NUMBERS

Beloit Head Start/EHS Child & Family Center, 1221 Henry Ave.	Phone: 608-299-1500
Little Treehouse, 2020 E. Milwaukee, Janesville	Phone: 608-531-5232
Hackett School, 533 W. Grand Ave., Beloit	Phone: 608-361-2400
Lakeview Element. School, W8363 R & W Townline, Whitewater	Phone: 262-472-8423
Merrill School, 1333 Copeland, Beloit	Phone: 608-361-2600
Phoenix Middle School, 414 Beloit St., Delavan	Phone: 262-740-0692
Sharon Element. School, 104 School St., Sharon	Phone: 262-736-2250
Star Center School, W1380 Lk. Geneva Hwy., Lk. Geneva	Phone: 262-348-7000
St. Peter's HS Church Center, 1422 Center Ave., Janesville	Phone: 608-521-0177
Walworth County Early HS Center, 1545 Hobbs Drive, Delavan	Phone: 262-740-7444
YMCA Child Care, 1221 Henry Ave., Beloit	Phone: 608-299-1500

THIS HANDBOOK BELONGS TO: _____

Revised July 2014/CH

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“The World I Want Begins Within Me”

Dear Parents,

Welcome to Head Start and Early Head Start!

Your active participation in Head Start and Early Head Start is important to your child’s future school success. Commit now and make your time with Head Start and Early Head Start a meaningful experience for the entire family. We need you to be our partner.

This Head Start/Early Head Start Parent Handbook is designed to give you answers, guidance, policy and procedure information and an understanding of the Rock-Walworth Head Start/EHS Program in accordance with the rules and regulations we must follow set for us by the State of Wisconsin Department of Children & Family Services, U.S. Dept. of Health & Human Services, Performance Standards for Head Start and Early Head Start, as well as our own policies adopted by our Board of Directors and parent Policy Council. It is recommended that you become familiar with this handbook and use it as a tool for your child to receive the best social and educational experience possible, along with keeping your infant/toddler and/or pre-school child safe at all times. If you do not find the answers to your questions in this handbook, you may ask any Service Area Manager, Team Leader, your child’s teacher, or any Head Start staff person to help get your questions answered.

Our door will always be open to you. We welcome questions and suggestions. We believe your association with Head Start and Early Head Start will be a rewarding experience for you and your family.

~ Rock-Walworth Head Start/EHS Staff

ROCK/WALWORTH HEAD START PROGRAM YEAR CALENDAR
Welcome to Program Year 2014-15

Parent Volunteer Orientation at the Center <i>(All parents, guardians & foster parents <u>must attend</u> orientation, or receive an orientation from your teacher, or family resource worker/advocate <u>before your child can attend Head Start/EHS</u>).</i>	<i>You will be notified of August dates/times</i>
Head Start a.m./p.m. Classes start	Sept. 2nd
Policy Council Elections held during first Family Night	Month of October
Fall Home Visits for HS Center Based Families	<i>You will be notified.</i>
Father and HS/EHS Child Literacy Night	Month of November
Thanksgiving Holiday/All Centers Closed	Nov. 27th & 28th
Christmas Holiday Break/All Centers Closed	Dec. 24th & 25th
New Year's Holiday Break/All Center Closed	Dec. 31st & Jan. 1st

HAPPY NEW YEAR 2015 - *Welcome Back!*

HS Classes Resume	January 5th
Martin Luther King's Birthday Observed <i>(All Centers Closed)</i>	January 19th
Winter Home Visits for HS Center Base Families	<i>You will be notified.</i>
Spring Break for HS	<i>You will be notified.</i>
Family Literacy Night/Celebrating Everyday Heroes	March/April
Good Friday/All Centers Closed	April 3rd
Last Day of Head Start Single Sessions	May 15th
Last Day of Head Start Double Sessions	May 20th
End of Year Home Visits	<i>You will be notified.</i>

*** *Notice to Parents, Guardians & Foster Parents:*** *Brothers and Sisters of Head Start Children cannot visit classrooms or ride H.S. buses while on vacation or break from Public Schools unless accompanied by the parent(s) and space is available. Call ahead to check with your child's teachers.*

ASSIGNMENTS AND SCHEDULES FOR CHILD SAFETY

It is important that the information below is completed by HS/EHS staff.

**Keep this information available so you can
Phone-in child absences immediately: 1-800-774-7778**

Your child attends Head Start from _____ to _____

Name of the Center _____ Class Code: _____

Address of Center _____ Phone No.: _____ ext. _____

The names of the center staff that will provide services are:

HS/EHS Teacher _____ Assistant _____

4-K Teacher _____ 4-K Assistant _____

Bus Driver _____ Cook _____

Family Resource Worker and/or Advocate: _____

Team Leader/Staff Supervisor: _____

* If you have any questions that the center staff cannot answer, you may contact the
Administrative Center **Phone: 1-608-299-1500, or Toll Free: 1-800-774-7778.**
Administrative Center hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

Administrative Center Management:

Executive Director
Program Design Manager
Finance Director
Enrollment (ERSEA) Specialist
Early Childhood Development Manager
Child & Family Health Manager
Family & Community Partnerships Manager
Transportation & Maintenance Manager
Regional Site Team Leader
Regional Site Team Leader
Regional Site Team Leader
Regional Site Team Leader
School Readiness Coach

Connie Robers
Carol Mishler
Vicky Mortimer
Janice Kuchelmeister
TBA
Michelle Genthe
Cheryl Hutchison
Randall Brewer
Donna Goldsmith
Victoria Riese
Melissa Reed
Robin Zulfer
TBA

Assistants to Center Management:

Executive Secretary
Assistant to Program Management
Assistant to HR & Payroll, Finance Services
Assistant to Program Management, Finance
Assistant to Enrollment
Assistant to Transportation
Bi-Lingual Specialist
Family Resource Workers/Family Advocates
Mental Health Consultant

Helen Davis
Kendra Marbry
Eileen Heiman & Heather Haynes
Toni Cox
April Naranjo
TBA
Margarita de Christiansen
See top of this page
Donna Fisher

HEAD START PROGRAM GOALS *

- (A) The Head Start Program is based on the premise that all children share certain needs, and that children of low income families, in particular, can benefit from a comprehensive developmental program to meet those needs. The Head Start Program approach is based on the philosophy that:
- (1) A child can benefit most from a comprehensive, interdisciplinary program to foster development and remedy problems as expressed in a broad range of services and that;
 - (2) The child's entire family as well as the community must be involved. The program should maximize the strengths and unique experiences of each child. The family, which is perceived as the principal influence on the child's development, must be a direct participant in the program. Local communities are allowed latitude in developing creative program designs so long as the basic goals, objectives and standards of a comprehensive program are adhered to.
- (B) The overall goal of the Head Start Program is to bring about a greater degree of social competence in children of low income families. By social competence it is meant the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence.

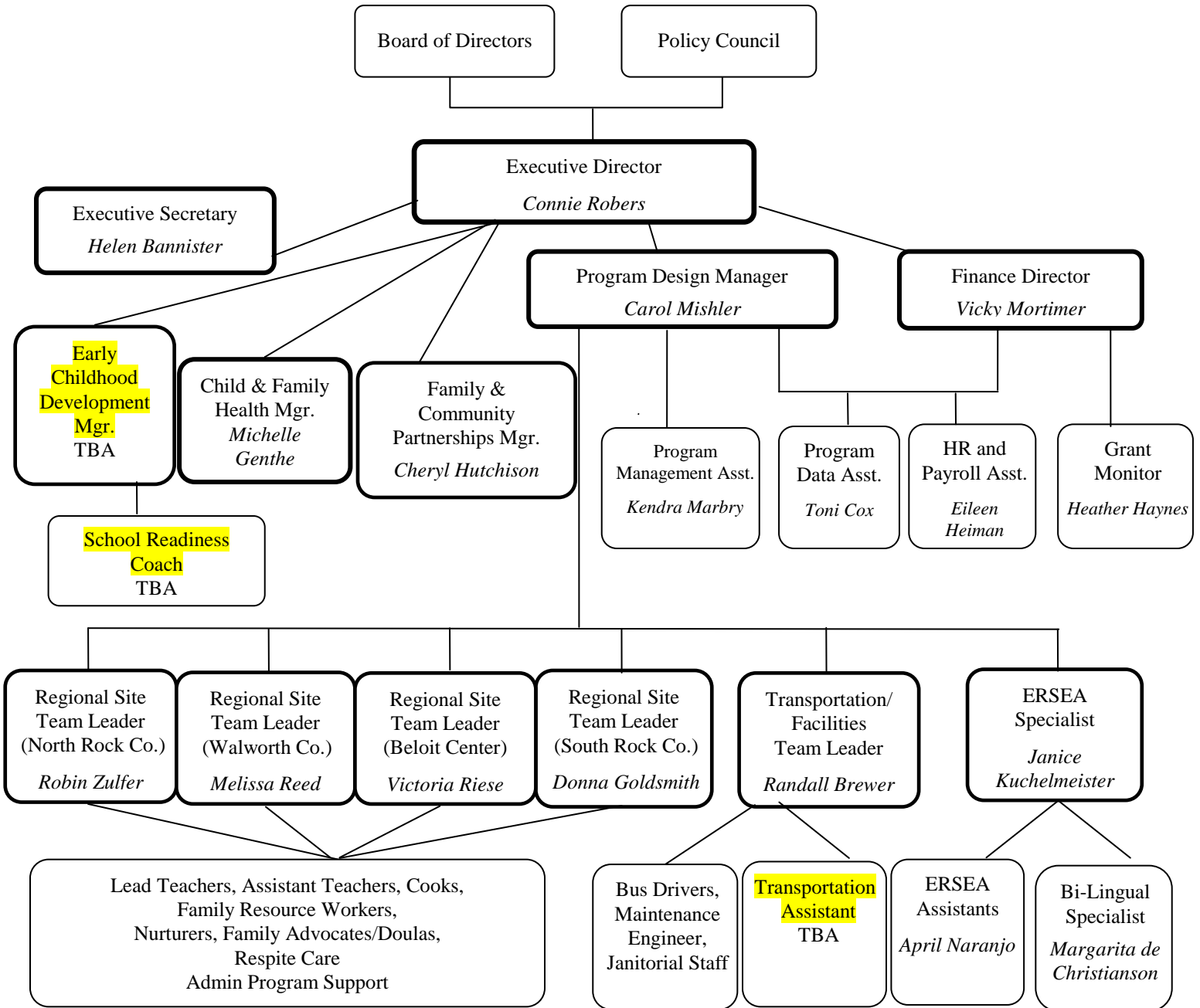
To the accomplishment of this goal, the Head Start objectives and Performance Standards provide for:

- (1) The improvement of the child's health and physical abilities, including appropriate steps to correct present physical and mental problems and to enhance every child's access to an adequate diet. The improvement of the family's attitude toward future health and physical abilities.
- (2) The encouragement of self-confidence, spontaneity, curiosity, and self-discipline, which will assist in the development of the child's social and emotional development.
- (3) The enhancement of the child's mental processes and skills in preparation for school success with particular attention to early literacy learning.
- (4) The establishment of patterns and expectations of success for the child, which will create a climate of confidence for present and future learning efforts and overall development.
- (5) An increase in the ability of the child and the family to relate to each other and to others.
- (6) The enhancement of the sense of dignity and self-worth within the child and his family.
- (7) Promoting the role of the parent as the primary teacher and advocate for the child.
- (8) Strengthening the home as a learning environment through the promotion of family literacy and home-school partnerships.

*Goals are based on the Federal Performance Standards and Federal Initiatives

HEAD START AND EARLY HEAD START PROGRAM GOVERNANCE ORGANIZATIONAL CHART

**Please note: All Team Leaders supervise all employees as listed under their departments.
Lead Teachers directly supervise the assistant teachers.**



Rock-Walworth Comprehensive Family Services, Inc. is the federal grantee funded to provide HS services in Rock and Walworth counties and Early HS services in Janesville and Beloit. Rock-Walworth HS is governed by a volunteer Board of Directors that meets monthly to make fiscal, legal, and/or policy decisions for the program. A partner in governance is the CFS, Inc., Policy Council with elected members representing each center and the community. No member may serve more than three years on the Council. The Policy Council also meets monthly with primary responsibility for program policies, program self-evaluation and personnel hiring approval. The Policy Council and the Board of Directors work closely together. Each has a member that participates regularly with the other group.

-Connie Robers, Executive Director

FAMILY AND COMMUNITY PARTNERSHIPS

YOU ARE YOUR CHILD'S FIRST AND MOST IMPORTANT TEACHER AND YOUR CHILD WILL EXPERIENCE THE MOST SUCCESS IN SCHOOL AND THROUGHOUT LIFE WHEN YOU ARE INVOLVED EVERY STEP ALONG THE WAY.

FAMILY ENGAGEMENT AND GOAL SETTING

Head Start and Early Head Start Staff will work in partnership with families to promote:

*** The Well Being & Health of Families ****

*** The importance of the Parent-Child Relationship ***

*** Support families through Transitions ***

*** Families as *Life Long* Educators, Learners, and Leaders closely connected to the Community ***

PRIORITIES FOR PARENTS IN THIS SERVICE AREA

ATTEND PARENT ORIENTATION

CREATE A FAMILY PARTNERSHIP AND WORK ON GOAL SETTING *EARLY IN THE PROGRAM YEAR*

ATTEND POLICY COUNCIL ELECTIONS IN OCTOBER

ATTEND PARENT CENTER MEETINGS, FAMILY NIGHTS, PARENT CAFES AND SOCIALIZATIONS

WAYS YOU CAN BE AN ENGAGED PARENT

BE INVOLVED AND GIVE YOUR CHILD THE BEST THAT HEAD START/EHS HAS TO OFFER

- **PARENT ORIENTATION** (State and Federal regulations require your attendance):
Mother, fathers, guardians, and foster parents must attend a Parent Orientation before a child rides a HS/EHS bus or comes to the classroom.

(If you cannot attend the scheduled Parent Orientation at your child's center, a teacher or Family Resource Worker/Advocate will present the orientation to you in your home. (Depending on the date of the individual orientation it could delay your child's start up date.)

- **PARENT CENTER COMMITTEE MEETINGS** (Federal requirement):
All parents are part of the Parent Center Committee at their child's center.
 - Each Parent Center Committee will elect a mother, father, or guardian to represent them on **Policy Council**. Elections will be held during the October Family Night.
 - Parent Center Meetings will be held during the daytime hours - *or in the evening if budgeting allows*. **Parent Center Committee Meetings may be held during a Family Night while children are with Head Start staff.**
 - Each Parent Center Committee will elect a mother, father or guardian to be Chairperson for the Parent Center Committee **after** the Policy Council Elections are completed in October. The Chairperson will serve on the HS/EHS Advisory Committee.

*** Definition of a Parent Center Committee:**

A Parent Center Committee is made up of Head Start and Early Head Start Mothers, fathers, guardians and foster parents that attend one of the following centers; Head Start Center, Early Head Start Center or HS/EHS Center combination. The Parent Center Committee may have input in center classroom parent activities, Family Events, Socializations and decide what training or speakers they would like to invite.

- **POLICY COUNCIL REPRESENTATION FOR HS/EHS (Federal requirement):**
 - Parents will be elected to represent Head Start/EHS centers located in Rock and Walworth County (see Policy Council Brochure for basic information).
 - Policy Council representatives will attend a **scheduled monthly meeting** and have a voice in policy approval and decision making in the Head Start/EHS Program, as well as input in program operation for all centers. ***A Policy Council Representative must be a currently enrolled parent or guardian.***
- **FAMILY NIGHTS:**
 - Family Nights will be held 3 to 4 times a year (*as budgeting allows*), and are coordinated by the Family Resource Worker/Advocate in cooperation with the entire center staff.
 - Family Nights will include: **food** (most often a meal), a **mother-father/child activity**, sometimes a **speaker**, lots of **fun**, and a **door prize**.
 - * Family Nights may include a short Parent Center Committee Meeting while the children are with Head Start staff.

CHILD SAFETY: While attending a Family Night or any Family Event mothers, fathers, guardians and foster parents must supervise their children to keep them safe at all times. Children may not be in the hallway, another classroom, bathroom or any area without their parent(s).

PARENT-CHILD RELATIONSHIPS

PARENTS AS EDUCATORS AND LIFE LONG LEARNERS

- **HOME BASE VISITS IN EARLY HEAD START (required):**
Home Visits are done on a weekly basis and are approx. 1.5 hours. A portion of the home visit is working with the parent on educational activities to promote school readiness for their child. Another portion of the visit is to discuss family services needed and goal setting.
- **Play Groups IN EARLY HEAD START (required):**
Play Groups are done twice a month and are approx. 1.5 hours or longer.
- **HELPING IN THE CLASSROOM-SEE VOLUNTEER POLICY MANUAL (pages 11 & 12 required):**
 - As a parent volunteer, you will be presented the Volunteer Policy Manual training on your child's first day, **or** when you can arrange a first visit to the classroom. This training and manual follows the guidelines of the **State of Wisconsin Child Care Licensing Regulations** and the Head Start Volunteer Policy and will be presented by your child's teacher. ***It is important you have the volunteer training before visiting the classroom on a regular basis.***
 - After your child has adjusted to the classroom, we invite you to join us at your convenience to *observe, join us for a meal, or work side by side* with the teaching staff.
- **AT-HOME PROJECTS- What parents do at home will raise their child's outcome scores in Math, Science, Literacy.....all areas:**
 - Mothers, fathers, guardians and foster parents will be offered At-Home projects **with written instructions** to support their child's learning in the areas of literacy, math and science as well as projects to support the curriculum and class theme. **At-Home Projects are especially important for the Early HS home base parent(s) as the primary teacher** and parents who cannot get to the HS/EHS classroom.
- **ADDITIONAL AREAS that Welcome Assistance & Participation:**
 - Helping in the classroom
 - Helping in the Kitchen
 - Sharing special art or music talents
 - Self-Transporting when your child lives off the route and/or transportation is not available
 - **Joining a Committee, such as: Curriculum, Outcomes, Literacy, Fatherhood, and Advisory.**
 - Family Literacy Book Selection Committee
 - Assisting on Field Trips
 - Sharing family culture or traditions

• **HELPING OUT IN ANY AREA OF HEAD START/EHS IS VOLUNTEERING**

– Volunteering is helpful to children and staff, as well as a way of giving back to the Head Start Program and the local Community. The Federal Government mandates that HS/EHS meets 20% of the program’s Federal Grant in donated time, material and space.

Please Note: Although helping out in Head Start/EHS and filling out In-Kind forms is vital to the continuing quality of Head Start services, volunteer services and time does not affect the placement or position of a child in the Head Start/EHS program.

~ BRINGING FATHERS BACK~

SUPPORTING THE FEDERAL INITIATIVES: FATHERHOOD AND HEALTHY RELATIONSHIPS

All children need a positive male role model in their life and they are counting on you.

Fathers, who live in the home, and fathers who live out of the home **are encouraged and welcomed** to share in your child’s Head Start/EHS experience (*Fathers who live out of the home will need court documentation with a visitation schedule for HS classrooms- see ERSEA section*). **We will make all attempts to communicate with fathers who temporarily or permanently live outside of the home.**

Research shows that fathers who *actively participate* in their child’s education and daily activities increase their child’s self-confidence, success in school and social/emotional development- and other benefits include; preventing drug use, gang participation, dropping out of school and early teen pregnancy. **We extend an invitation to fathers and “father figures” such as; Step-Fathers, Boyfriends, Grandfathers, Uncles, & Foster Fathers to participate in the following:**

- Fatherhood Fridays** hosted by **every Head Start classroom**. Come for a short time or stay for the class period so you can assist and participate in the curriculum activities.
- Fatherhood Literacy Night** hosted at every HS/EHS Center. Bring your HS or EHS child for a special night just for children and dads or “father figures”.
- Socializations for Early Head Start**. Don’t miss participating in this special family gathering.

ALL MEN ARE SONS PARENTING CLASS

Beloit Head Start Center will host a bi-weekly parenting class especially designed for Rock and Walworth County fathers and their HS/EHS child. Class includes a father/child activity, snack and parenting class for “fathers and father figures”. Notices will come through the mail telling fathers how to register for the class that will start in September and end in May.

FATHERS/MOTHERS/GUARDIANS/FOSTER PARENTS/ADULTS

AS POSITIVE ROLE MODELS *Please refer to the Volunteer Policy Manual- pages 11 & 12

Mothers, Fathers, guardians and other significant adults are considered the most important role models for children, as well as a support to the Head Start/EHS Program in being a *considerate guest at all of our center locations* in schools, churches and daycares.

When an adult caregiver is feeling stressed or upset:

- It will be important during these times for parents/guardians/caregivers to use positive role modeling while interacting with staff and parents at all Head Start and Early HS Centers.
- Parents, staff and volunteers are asked not to use course language, raise their voice, or behave negatively in front of their own children, classroom children, or children being transported on the bus- or to staff or any other adult at any Head Start/EHS setting.

Read Carefully:

- At no time** can a parent enter a Head Start/EHS **under the influence of alcohol or illegal drugs**. *If suspected you* will be asked to leave the center. **If you are driving** and plan on taking your child with you- you will be discouraged from driving-*up to calling the authorities*.
- Smoking is prohibited at HS/EHS centers. Please **do not throw cigarettes** in parking lots or by entrance doors. *Smoke smell on clothing* can set off asthma reactions in young children.

FAMILY SERVICES, A FEDERAL PERFORMANCE STANDARD REQUIREMENT

FAMILY WELL-BEING

FAMILY SERVICES STAFF IN HEAD START & EHS WILL help support the mother and fathers personal growth and development as a parent/guardian, as well as the family's social/emotional health, physical well-being, educational development- as self identified by the family.

- **FAMILY SERVICES STAFF AND ALL HEAD START/EHS STAFF WILL FOLLOW:**
 - All Head Start/EHS Federal Performance Standards;
 - State of Wisconsin Laws and Child Care Licensing Regulations;
 - Rock-Walworth C.F.S., Inc. Head Start/Early Head Start Policies and Program Guidelines, including Confidentiality.

CONFIDENTIALITY at Head Start will:

- Assure that all services to families are **CONFIDENTIAL**, unless the parent(s) sign a **Release of Information** indicating the information that can be shared- and with whom it can be shared.
- Assure that all art work, children's stories, children's photos, and any activity pieces produced in classrooms and home base will not be used for HS/EHS publications *unless* parent(s) have given written permission. All the above child produced pieces may have a first name and/or class code on the front of the work and be displayed. HS/EHS will avoid displaying first and last names of the children.

SUPPORTING FEDERAL INITIATIVES:

- **Federal Family Literacy Initiative:** Mothers, fathers, guardians and foster parents will be informed by written notice or phone call inviting mothers and fathers to attend literacy events, asked to help with literacy events, and/or serve on a book selection committee.
- **Federal Fatherhood Initiative:** Fathers will be informed by **written notice** or phone call of special Fatherhood events and Fatherhood Programming designed to increase and enhance responsible father involvement. This invitation also includes other positive father figures in a child's life. (See **Page 26** under *Child Development* for more Federal Initiatives).

- **FAMILY PARTNERSHIP AGREEMENTS (Federal Requirement)**
Family Resource Workers/Advocates will approach parents, guardians and foster parents early after classes start to complete a Family Partnership Agreement around child health or as parent's self-identify individual and family goals,
and

FAMILY PARTNERSHIPS SUPPORTED BY FAMILY MAPPING

Family Partnerships are supported by **Family Mapping**. **Family Mapping is an activity and a visual tool for the family as well as for receiving Head Start/EHS services.**

The family map is done by the mother and/or father or guardian drawing an outline of their family members and extended family members by using symbols. This map may include their relationships within the family, outside family member supports, along with neighborhood and community supports.

The completed Family Map provides the family look at their “family system.” This visual supports the parent(s), as well as the Family Services worker in assisting a family that may want to make a change by identifying family and individual strengths as well as meeting their *need and goals*.

• FAMILY RESOURCE WORKERS/ADVOCATES PROVIDE SERVICES TO:

Assist families in finding resources and information to help meet family-identified needs- examples listed:

- | | | |
|--------------------------------------|--------------------------------------|-----------------------|
| *Emergency food/clothing/shelter | *Tenant and Landlord rights | *Substance Abuse |
| *Healthy foods and food budgeting | *Medical/Dental information | *Legal counseling |
| *Parenting techniques and/or classes | *English Language Classes | *Personal Counseling |
| *Job interviewing and attire | *Children’s safety/Domestic Violence | *GED and HSED Support |

An additional resource book this year will be the Tenant Sourcebook for families who are renting. This book is put out by the State of Wisconsin

Encourage mothers, fathers, guardians, and foster parents’ participation in Parent Involvement activities that include:

- | | |
|---|--|
| *Parent Orientation attendance- required | *First Family Night for Policy Council Elections |
| *Parent Center Meetings | *Fatherhood Events & Programming |
| *Visiting the Family Resource Center-Beloit | *Helping in the classroom and At-Home activities |
| *Finding helpful information in center Resource Carts | *Family Literacy Events and book distributions |

• EXCHANGE FAMILY RESOURCE CENTER AVAILABLE TO ALL HS/EHS PARENTS

Located at the Beloit Head Start Center the Exchange Family Resource Center is open during most hours of program operation. Phone (608) 314-9006 for more information.

Services available at the Exchange Family Resource Center at 1221 Henry Ave:

- | | | |
|--------------------------------------|--------------------------|----------------------------|
| *Comfortable seating area for adults | *Meeting space available | *Nurturing Parenting Class |
| *Adult workshops | *Children’s Playgroups | |

*Exchange Family Resource Center/2020 E. Milwaukee St., Janesville is also available to families and provides the same services. Phone: 608-314-9006

• FAMILY RESOURCES AVAILABLE AT HS/EHS CENTERS

Family Resource Displays contain adult reading materials, videos, resource information, and children’s books/activities. Ask where the Resource Materials are located at your center.

• SUPPORTING TRANSITION FOR HS/EHS FAMILIES

Head Start staff is prepared to help children and families in supporting a successful transition into and out of: Early Head Start, Head Start, Public School, Day Cares and other changes.

KEEPING CHILDREN SAFE

Nurturing- The single most important skill to acquire during the process of growing up. Children and teens who are capable of nurturing themselves, others and their environment can relate in a positive way to society. We all benefit.
 –Steven Bavelok 1991

HEAD START IS COMMITTED TO KEEPING CHILDREN SAFE AND FREE FROM HARM.

This responsibility involves working with the family, Head Start/EHS staff and community agencies.

• REPORTING SUSPECTED CHILD ABUSE/NEGLECT (State & Federal requirement)

Head Start & EHS staff is mandated to report Child Abuse/Neglect as required under the law:

Wisconsin Statute known as the Child Abuse and Neglect Act, Chapter 48.
Head Start & EHS staff under penalty of law must report any suspicion of child

abuse/neglect immediately. HS & EHS Staff will not evaluate or investigate, but will report directly to the Dept. of Human Services/Child Protective Services or local Police in Rock or Walworth Counties.

• **PREVENTING CHILD ABUSE MEANS KNOWING WHEN IT HAPPENS**

-There are many forms of abuse. Abuse may be physical, verbal, emotional, sexual and intentional neglect. ***Suspecting abuse*** is based on evidence that the following may have occurred:

-**Neglect** can consist of withholding love, touch, nurturing, a safe environment or meeting basic needs of food, shelter and medical care.

Neglect has serious effects on a developing brain.

Children will thrive and their brains will grow when they are shown love, held, spoken to and have their **basic needs of food, rest, safe shelter and medical care** given on a regular basis.

Other forms of neglect includes:

leaving a child unattended in a vehicle or house,
leaving a young child in charge of other children,
allowing a child to consume drugs or alcohol,
exposing a child to weapons,
not providing medical attention when an injury has occurred and
failure to protect a child from abuse by older siblings or child care givers.

-**Physical abuse** is an act that is done to inflict punishment and is not accidental. Often includes bruises, burns, cuts, welts and other forms of *intentional* injury.

-**Shaking** an infant, toddler, adolescent or even an adult is considered abuse. This will cause serious brain injury and/or death.

-**Sexual abuse** leaves an everlasting mark on a minor child (age 18 and under). Sexual abuse occurs when a child has been exposed to;
viewing sex,
being touched sexually,
being forced to touch,
or engaged in any sexual act with an adult or in some cases an older child.
Sexual abuse is often done by someone the child knows.

-**Domestic Violence Danger** is a most serious form of emotional abuse and puts the child in continual danger of physical harm. Even if a child is not present during the violence their sense of safety at home and in all future settings has been compromised. This includes harm done to a pregnant mother and her unborn baby.

-**Verbal abuse** is words that may be spoken on a daily basis, *or in times of anger* that includes negative name calling and/or letting a child know they are not important, unwanted, or they are a burden.

-**Emotional abuse** may be favoring one child over another, excessive demands, unrealistic expectations, or ignoring the child's need for attention. Sometimes this is done without thought, but the effects can last a lifetime.

****To further assist parents in understanding and preventing abuse a copy of Protecting Our Children will be given at Parent Orientation. This handbook contains a private self assessment that the family can complete and decide if they would like support.***

****You may also request a copy of the Child Abuse Prevention Policy.***

HELP FOR PARENTS ONCE A CHILD ABUSE REPORT HAS BEEN MADE

-It is not easy being a parent. However, parenting is the *most important job you will ever do*, and some days it may feel like the hardest job you will ever do. It is when the stressors pile up that we may not be able to watch our children carefully, or it is a time when the stress takes control of our actions and we hurt a child. This can happen to anyone, including those of us who are trying to be the best parents we can be. We are prepared to offer help (see list).

Approved Parenting Class Materials:

-Stephen Bavolek's Nurturing Program
(Family Services Staff are trained in the Nurturing Program)
-S.A.V.E. Training (adapted for HS)
- All Men Are Sons/24/7 Dad Curriculum

-Positive Parenting on an individual or group basis
- Winning at Parenting Video by Barb Colorosa
for groups/individuals

Parenting Resources Available:

-FRW/FA referrals & home visits
-Protecting Our Children Head Start/EHS Handbook

-Conscious Discipline/Positive Guidance Handbook
-Exchange Family Resource Center located in -
Janesville and at the Beloit Center- also provide
The Nurturing Program.

*** Rock-Walworth Head Start/EHS Community Resource Directory lists many local counseling and parenting resources, some available at no cost and some for a small fee. All first year parents will receive a copy of this directory.**

*

You will receive a copy of the Conscious Discipline Handbook that has important parenting information.

• **FAMILY SYSTEMS**

Head Start recognizes that many children live in many types of family systems. Head Start/EHS staff recognizes and works with all family systems.

• **CHILD CUSTODY**

If child custody, paternity, placement, visitation, guardianship or any other placement conditions under the court system applies to your family- Head Start/EHS must have a copy of the court order that specifies custody, placement, visitation schedule, or guardianship. These documents must be signed and dated by a Judge before Head Start can act on them. (See further information under ERSEA- Page 19.)

NOTES ON FAMILY SERVICES:

TRANSPORTATION

PRIORITIES FOR PARENTS, GUARDIANS OR FOSTER PARENTS IN THIS SERVICE AREA

- PHONE IN YOUR CHILD'S ABSENCE IMMEDIATELY
- HAVE YOUR CHILD READY AND WAITING FOR THE BUS
- BE HOME TO RECEIVE YOUR CHILD AT THE END OF CLASS

TRANSPORTATION LOCATION:
ADMINISTRATIVE CENTER 1-608-299-1500 OR TOLL FREE: 1-800-774-7778

There may be times due to budget and/or staffing shortages that your assigned bus driver may not be available, and your child may have to be self-transported to and from his or her Head Start Center. Also some locations may not be on existing bus routes.

TRANSPORTATION IN HEAD START is recognized as a valuable learning experience in the area of safety and learning social skills. **Providing a safe transition to and from the center the child attends requires cooperation and team work between mothers, fathers, guardians, foster parents and Head Start staff.**

• **SAFETY RULES FOR HEAD START STAFF, PARENTS & CAREGIVERS:**

- An Adult must walk their child to the bus for pick up and meet the bus for drop off.
- Each child must be signed on and off the bus by an adult.
- Children will only be released to custodial parents, guardian, or other designated adult (18 years old).
- Authorized adults may be asked for a photo I.D. if staff person is not familiar with the receiving person.
- Individual adults who are authorized to receive a child must be designated in writing.
- Parents must give consent in writing for field trips and other special bus transporting.
- **All passengers must wear appropriate safety restraints when the bus is in motion.**
- **Bus drivers will ensure that the requested pick up and drop be done safely. Some locations may be unsafe or cause traffic disruptions.** Bus drivers generally do not pull into driveways. (It is important that busses do not back out into traffic, and avoid U-turns, or backing up when possible).
- Families who live in the same immediate area may be required to bring their child or receive their child at a central "bus stop."
- The bus driver will attempt to pick up your child on the same side of the street as your residence. **If it is necessary for your child to cross the street to enter or exit the bus, the parent or other designated adult must accompany the child.**
- **Head Start vehicles are "smoke and tobacco free" at all times.**
- **If you miss the bus we ask that you do not try to chase the bus in your vehicle to board your child. This is not safe.** (See steps for Self-Transporting on page 16 of this section).
- Should your child have to transition to or from his/her classroom to a different assigned bus, the parent(s) must sign and Individual Service Plan (ISP).
- **Backpacks with hard plastic or metal wheels and/or handles are not allowed on the bus.**
***REFER TO: BUS & PEDESTRIAN SAFETY HANDOUT MATERIALS** that will be distributed at the initial home visit or Parent Orientation.

• **ADDITIONAL BUS RULES**

- Eating, drinking and chewing gum will not be allowed for children, adults or staff.
- Transporting food & toys is not permitted. Exceptions will be done by a notice from teacher.
- Head Start will not be responsible for lost or broken items.
- Inside voices will be used.

- In matters of discipline the **Head Start Positive Guidance Policy** is in effect.
- Adults are expected not to use coarse language, talk negatively to a child, or about a child's family.

● INSTRUCTIONS FOR ABSENCES AND INFORMING HS TRANSPORTATION

- 1) If your child is ill, or does not need transportation, you are required to call the HS/EHS teacher at the center that your child attends immediately, or you may call the Administrative Center: 1-800-774-7784. A red paper will be distributed to families who **do not have phones** to display in the door or window if your child is ill. If there is no response at your child's pick up location for *four (4) consecutive days*, H.S. will discontinue sending the bus until you contact the Administrative Center Transportation Office.

***You may request the policy on Attendance and Absent Children.**

- 2) Have your child ready and be waiting every day. This is especially important if the driver must stop in traffic. **The bus driver should not have to use the horn to alert you. Please keep television and radio turned down during pick up and drop off times.**

● STEPS FOR MAKING CHANGES IN DAILY ROUTINE

- Pick up and drop off changes **generally require a minimum of 24 hours notice. Some changes may take up to five (5) working days to complete. We are not able to accommodate every request.**
- **Changes should be communicated to the bus or teaching staff.** If you are unable to do this you may call your child's center/site or the Administrative Center. Changes may be approved by the bus driver. In some cases route changes may need to be cleared through the Transportation Team Leader and the Regional Site Team Leader.
- If you move, or change child care providers it may put you off the present route, or at a different H.S. classroom or center. Head Start will attempt to accommodate changes, and may assist you in planning alternative transportation.

● BE PREPARED TO RECEIVE YOUR CHILD FOR DROP OFF

- If you, or a pre-approved/designated adult are not at home to receive your child, your child cannot be released until such time as we are able to contact you or a designated adult to receive your child. This information (names of adults authorized by you) must be in writing and listed on the child's Emergency Fact Sheet. Individuals receiving your child must show a picture identification (I.D.) before your child will be released.
- If you or the designated adult care giver is not home to receive your child and we have not heard from you the following steps will be taken:
 - 1) The bus staff will inform the Administrative Center that no one is at home and your child will be returned to the center.
 - 2) We will use the Emergency Fact Sheet to try and contact you or another approved individual(s) designated by you and make arrangements for the emergency contact to pick up your child.
 - 3) If this situation occurs at the *end of our program day* and we are unable to release your child this now becomes a Human Services issue and we will need to contact Rock or Walworth County Human Services or the police.

This is not a pleasant experience for your child. Always be sure you have made arrangements for your child's arrival and keep your Emergency Fact Sheet information current. The individuals listed on your Emergency Fact Sheet should be informed that they are listed and know of our procedures.

- 4) Repeated disregard for safety rules and specific procedures may result in the termination of transportation services.

● WHEN SELF-TRANSPORTING IS NECESSARY

SELF-TRANSPORTING CHILDREN to centers may be necessary for the following reasons:

- The child attends a “wrap-around” class in collaboration with another day care or agency.
- The family lives off the route and wishes their child to be in the program.
- The route and/or program schedule does not meet the families schedule or needs.
- The family missed the child’s bus for the ride to the center.

FOLLOW THESE STEPS FOR SAFE SELF-TRANSPORTING

Do not leave infants, toddlers or preschoolers unattended in vehicles. This is unsafe for many reasons and reportable to the local authorities. Try to work out with the HS/EHS staff the safest way for picking up and dropping off your child at the HS/EHS center.

- 1) Follow the center access instructions as available for parking, entering the center and signing in and out of the building.
- 2) **Drop off time or arrival should be about 5 minutes before class time.**
- 3) **Walk your child into the building and release your child to your child’s Head Start teacher.** Your child must be signed in and out of the classroom by HS staff.
- 4) If your child’s class is outside the building when you are transitioning your child to or from the classroom be sure to coordinate the child’s sign in/out and release or pick up with your child’s teacher.
- 5) **Pick up time should be 5 minutes before class time ends (EHS follow collaborative day care guidance). Staff often has to leave centers immediately after class- do not come late for pick-up. The receiving adult must come into the center/site to sign the child out.**
- 6) While waiting for your child in lobbies, offices, hallways, or anywhere in the center- please use inside voices and keep your younger children close to you and supervised.
- 7) **Most important:**
 - a) If you are not picking up your child and have sent a **designated adult** in your place, **this person must be on the Emergency Fact Sheet and be prepared to show a picture I.D.**
 - b) **If you or another designated adult listed on your Emergency Fact Sheet is not at the center to take custody of your child the teaching staff will use your emergency information to try to reach you, or one of the designated adults. If it is the end of the program day for your child and if staff has not been able to reach you or an emergency contact- and you have not contacted us-this now becomes a Human Services issue and we will contact Rock or Walworth County Human Services or the police.**

Once again, this is not a pleasant experience for your child. Always be sure you have made arrangements for your child’s self-transport pick up at the center and keep emergency contact information current. Individuals on your Emergency Fact Sheet should also be informed of our Self-Transporting procedures for dropping off or picking up your child.

- 8) **If your child will not be attending HS/EHS you must call the classroom teacher or Administrative Center with the absence (see pages 4 and 14 for guidance).**

- **WHEN TRANSPORTATION IS DONE BY DAY CARES OR PUBLIC SCHOOLS-**
 - This transportation must be coordinated with the HS Regional Site Team Leader.

HELPFUL GUIDANCE REGARDING WINTER WEATHER (see page 32)

- Head Start centers located in Public School Buildings generally will follow Public School closings and/or delays. If the Public School is *only delayed*, Head Start morning classes may stay closed.
- Head Start centers located in churches or other buildings will be listed on the radio/TV stations.

ERSEA

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE AND RECORD KEEPING

PRIORITIES FOR PARENTS IN THIS SERVICE AREA

- KEEP HEAD START INFORMED OF ALL CHANGES; ADDRESS, CELL & HOME PHONES, WORK CHANGES, ETC.
- PROVIDE ALL COURT DOCUMENTS THAT PERTAIN TO CUSTODY, VISITATION AND RESTRAINING ORDERS
 - HAVE YOUR CHILD ATTEND ON A DAILY BASIS

- **YOUR CHILD IS ELIGIBLE AND HAS BEEN SELECTED FOR ENROLLMENT-**

Children start class after:

- Mothers, Fathers, Guardians and Foster Parents have attended **Parent Orientation**.
- The **Emergency Fact Sheet** has been completed by the parent/guardian and received by the Administrative Center, along with **required** medical records.
- *You may request an Enrollment Policy*

- **WE CONTINUE TO WORK ON RECRUITMENT** throughout the program year to make sure we have a wait list of eligible children as program openings are available. Recruitment is often accomplished by parents/guardians sharing their experiences with Head Start. You create some of our best public relations.

Recruitment includes a committee that may consist of:

- * Head Start/EHS parents and guardians
 - * HS/EHS Staff & Advisory Committee
 - * Policy Council Members
 - * Board of Directors Members
- The Recruitment Committee assists in developing the application, selection criteria revisions and recruitment plans.

Good school attendance is one of the most important habits that lead to school success! Please do your best to make sure your child attends regularly and inform your child's teacher of any absences immediately.

- **ATTENDANCE IN HEAD START AND EARLY HEAD START IS CLOSELY MONITORED**

**You may request a Policy on Attendance & Absent Children*

Planned and Unplanned Absences:

-Head Start must **be notified** of children's daily absences per State of WI. Child Care Licensing Regulations.

-Notify your child's Teacher or Family Resource Worker or Family Advocate of any **planned absences**, such as; vacations, hospital stay or a funeral. Give the reason for the absence and expected return date.

- You must also notify your child's Teacher, Nurturer, Family Resource Worker or Family Advocate of any **unplanned absences**, such as; illness, family crisis, medical emergency, temporary move, or other emergency situations. Give the reason for the absence and the expected return date.
- Head Start follows the federal guidelines that state classrooms must have a monthly average daily attendance of at least 85%. *Families are expected to make sure their child(ren) have regular attendance.*

***Poor attendance will result in your child being withdrawn from the program.**

- **ABSENCES AND IRREGULAR ATTENDANCE**

If your child is absent for four (4) or more days in a row and we have not heard from you, or attendance is irregular the following steps will take place:

- 1) The Teacher and/or Family Resource Worker will try to contact you.
- 2) If you cannot be reached an Attendance Concern Report will be made by the staff person trying to reach you.
- 3) If contact is established, you will be asked to work with your Family Resource Worker to develop an Attendance Agreement that will need to be followed in order for your child to remain in the program.
- 4) Refer to Transportation Section regarding bussing and absences.

5) EARLY HEAD START: Parents are expected to be available for the weekly home visit as well as attend the two Socializations each month. See no. 3 in this section for working on an attendance improvement plan with your Family Advocate.

****You may request the Program Initiated Child Withdrawal Policy.***

- **RECORDKEEPING** is an important part of the Head Start Program.

All records are highly confidential and will not be released without appropriate authorization and in compliance with the program/agency rules. Please read this next section carefully.

- **HOW TO VIEW CHILDREN'S EDUCATIONAL AND MEDICAL RECORDS**

****You may request a copy of the Child Record Review Policy***

Steps to follow for viewing your child's educational and medical records:

- 1) Contact the ERSEA staff at the Administrative Center and ask for a Record Viewing Request Form.
- 2) Complete the request form and return it to the Administrative Center, or to your child's teacher who will route the form to the Administrative Center.
- 3) The request will be reviewed by the ERSEA staff, this process may take up to five (5) days to complete. *(If you need the request sooner phone the ERSEA Specialist to discuss your needs).*
- 4) You will be contacted by your assigned Family Resource Worker to set up an appointment to view your child's records.

****The Record Viewing Request Form will become part of the child's permanent file.***

Record keeping is extremely important for the safety of your child. All information given on the HS/EHS application and Emergency Fact Sheet must be as accurate as possible- it is what we will act upon.

- **PARENT/GUARDIAN CONTACT AND EMERGENCY INFORMATION MUST BE ACCURATE AND UPDATED**

- 1) Home address and **ALL** phone numbers.
- 2) Employers name, address and phone numbers.

- 3) Emergency contact names, addresses, & phone numbers (**must have** at least one contact.)
- 4) Child care provider's names, addresses and phone numbers.
- 5) School locations and phone numbers (*example*: Blackhawk Technical College)

- If there are any changes to addresses or phone numbers it is your responsibility to inform your **child's teacher** or **assigned Family Resource Worker** of the changes.
- Mothers and Fathers with **shared custody and visitation schedules must provide** the court documents to support the **visitation schedule** when it involves a parent picking up the child from the classroom, or when HS transports the child back home.
- The records must show the **non-custodial parent's visitation schedule**. **Mothers and Fathers with shared custody can only make record changes for their own visitation schedule.**
- If the name of the person picking up your child, or taking your child off the bus is not listed on the Emergency Fact Sheet the child will **not** be released to the person.

- **WITHDRAWING YOUR CHILD FROM THE PROGRAM**

If you are going to withdraw your child from the program, please inform your Family Resource Worker, Family Advocate, Teacher or Nurturer. You may also call the ERSEA Department. We appreciate knowing ahead of time if you will be withdrawing your child.

- **CHILD CUSTODY, COURT ORDERS AND LEGAL DOCUMENTATION WILL HELP MAINTAIN YOUR CHILD'S SAFETY AND SECURITY**

Head Start/EHS staff will assume ***both parents have parental rights*** to visit the classroom and receive information unless there is legal documentation **to the contrary** and is **signed and dated by a judge**.

Head Start/EHS should be made aware of any applicable legal documents and shall be furnished copies by the parent(s) for the child's file.

To best serve our families, we ask that you provide copies of any existing court documents- all documents must be signed and dated by a judge.

This includes one or more of the following:

- Divorce papers with established custody, placement and visitation.
- Restraining orders against a parent or non-custodial parent. It must be established if the order also includes the child.
- Parent Guardianship papers.
- Judgment of Paternity. This must include the court order that establishes custody, support and child time sharing. If custody and time sharing has not been established then the mother is presumed to have sole custody.

This information will remain strictly confidential.

- **WHEN A DIFFICULT LEGAL ISSUE ARISES THE ADMINISTRATIVE CENTER WILL CONSULT WITH THE ATTORNEY FOR HEAD START/EHS.**

PARENT NOTES ON ERSEA AND TRANSPORTATION:

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

EDUCATION

PREPARING YOUR CHILD FOR SCHOOL SUCCESS

PRIORITIES FOR PARENTS IN THIS SERVICE AREA

- **SEND YOUR CHILD TO CLASS ON A DAILY BASIS**
 - **VISIT THE CLASSROOM OFTEN**
 - **DO AT-HOME ACTIVITIES AS PROVIDED**
 - **BE PREPARED FOR HOME VISITS**
 - **KEEP COMMUNICATION OPEN WITH YOUR CHILD'S TEACHER(S), NURTURERS AND FAMILY SERVICE WORKERS AND BUS STAFF**

EDUCATION IN HEAD START is about preparing each child to be successful in their next school experience. Mothers, fathers, guardians and foster parents have the most important role in their child's education, and Head Start/EHS staff will work closely in partnership with parents to strengthen them as the most important teacher their children have or will ever have.

RWCFS Head Start and Early Head Start staff, board members and parents have developed school readiness goals to guide us in helping children to be successful in school:

Family Engagement:

- Parents will support their child's school readiness by ensuring their child attends daily except in cases of illness or emergency.
- Staff will support parents in understanding the value of their child's consistent attendance.

Health and Physical Development:

- Children will develop important large muscle skills like kicking and throwing and small muscle skills like drawing/writing and cutting. They will also learn to be physically healthy and to care for their own physical needs. Children will learn using all of their senses to support them in doing well in school environments.

Social/Emotional:

- Children will learn about themselves and to take responsibility for themselves and others. They will show that they are able to regulate their own behaviors and develop secure relationships with other children and adults.

Language development and Communication:

- Children will learn by listening and understanding. They will share and figure out meaning through different forms of communication like speaking. They will practice beginning writing and reading and literacy skills to support their success

Dual Language Learning:

- Children who are dual language learners will increase their abilities to understand and respond in both their primary language and in English.

Approaches to Learning:

- Children will use curiosity, and persistence invention, imagination and play to extend their learning including the retelling of stories. Children will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, cultural and individual learning styles, including exploring drama through actions and language.

Cognitive Development (including Problem Solving, Mathematical Thinking and Scientific Thinking):

- Children will learn how to solve problems. They will learn through representation and symbolic thinking and will develop skills through reasoning things out, and by reflecting and attaching meaning to what they are learning. They will learn, understand and use math concepts like matching, measuring and sorting. Children will understand and use scientific tools and skills like observation, investigation and comparison to extend their learning.

HEAD START CURRICULUM:

RWCFS uses Creative Curriculum and other researched based curriculum tools to create environments where children feel safe and confident to explore and learn in all learning domains listed in the readiness goals for school success from the previous page. Creative Curriculum is our foundation and is built on 5 central components to support preschool children's effective learning:

- 1) Understanding how children develop and learn.
- 2) Understanding the widely held expectations (based on research) for children at different stages of development.
- 3) Understanding the differences and unique strengths of each child.
Developing effective learning environments;
 - Setting up and maintaining the classroom (interest areas)
 - Establishing a structure for each day
 - Planning for each week

Understanding and individualizing goals for what children will learn in each content area: Literacy, Math, Science, Social Studies, the Arts, Technology, process skills like observing and problem solving, etc., and integrating learning through studies "by engaging children in exploring science and social studies in order to answer questions that interest them."

- 4) Caring and teaching by:
 - Creating a classroom community
 - Guiding children's behavior
 - Teaching intentionally and responsively
 - Assessing children's learning
- 5) Partnering with families by:
 - Communicating to share information and keep parents up to date.
 - Involve families by inviting them to participate in the classroom and other events and Discussing progress and goals setting for their children.Support families experiencing challenging situations as needed and desired.

EARLY HEAD START CURRICULUM:

Staff uses several curriculum approaches to provide services to EHS families. Using the Program for Infant and Toddler Caregivers approach provides for a foundation of understanding that consistent, nurturing and healthy relationships between caregivers and children are necessary to support strong learning outcomes and readiness for school success. The Creative Curriculum for Infants and Toddlers provides researched based guidance on developing safe, inviting learning environments. Home based Family Advocates use the Florida State University Center for Prevention and Early Intervention Policy Partners for a Healthy Baby Home Visiting Curriculum that provides specific and pertinent lessons for families prenatally through their baby's third year.

EARLY HEAD START AND HEAD START WILL:

- Provide programming responsive to the child's unique needs.
- Provide learning experiences which build on strengths, encourage success, self-confidence, and communicate respect for each individual.
- Provide a rich set of learning activities through one-on-one, small group and large group experiences with teaching staff, other children and their families. (*Refer to page 10 on Confidentiality and children's art work*).
- Provide opportunities for children with disabilities to be fully included in program activities.
- Support parents in becoming helpers/volunteers in support of: classroom activities, home visits, at-home projects, field trips, sharing special talents, culture and traditions, center events, and parent education training.
- Request parent input on lesson plans and post lesson plans in the classrooms for easy viewing.
- Provide schedules & program information. Parents should always check their child's backpack and Parent Bulletin Board when visiting the classroom.
- Join parents in providing consistent positive guidance to children by providing guidelines that will be used in the classroom, during home visits, and on the bus ride to and from the center.
**The "Conscious Discipline" approach developed by Dr. Becky Bailey will be the foundation for the program's approach to positive guidance. Second Step, an anti-bullying curriculum, is also used in classrooms to support children in regulating their own behavior.*
- Encourage parents to dress children in comfortable and washable play clothes, so children can participate in activities that might be messy, but fun. Children need to wear comfortable socks and shoes with good support, and be dressed for the weather.
- Ensure that children play outdoors during warm weather and winter - please make sure your child has clothing for cold weather that includes; warm jacket, hat, mittens, boots and snow pants. Label your child's coat, boots, snow pants, mittens, hats, etc.
- Head Start will communicate with mothers, fathers, guardians & foster parents on a regular basis about the program, children's goals and progress and coming events in the following ways:
 - 1) Message folders and notices of events will be found in the book bag.
Please note: Information about your child regarding eating, sleeping, behavior patterns, etc. will be shared through your child's two-way message folder. It is important that you look at the folder and respond as needed. Let other caregivers who may receive your child at the end of the child's H.S. day know whether or not you want them to see this information.
 - 2) Parent conferences (two conferences) and home visits (three) will be set up to offer parents opportunities to discuss progress, goal setting and transitions for their child.
 - 3) Parent newsletters (agency wide), classroom newsletters, activity calendars and phone calls will be some of the forms of communication staff use to let you know what is happening program wide, center wide and in the classroom.

***Special Note:* Children do not have to be toilet trained to attend Head Start/EHS. It is helpful to provide an extra set of labeled clothing in case of accidents due to toileting accidents, other accidents or food spills.**

PROGRAM DESIGN OPTIONS

HEAD START:

- **COLLABORATION CLASSROOMS** will partner with local education agencies to provide State-Federal 4 year old Kindergarten Services within typical Head Start programming, or in Co-taught classrooms out in school district buildings. What this means is there will be a Dept. of Public Instruction licensed teacher(s) employed as the lead teacher or co-teacher for the classroom, and/or school district. School District and Head Start Teachers will co-teach in school district classrooms.
- **CENTER BASED MODEL** offers children the opportunity to participate 4 half days weekly in a classroom setting. This model has the following options:

Double Session Classes may be morning or afternoon for at least 3.5 hours.

- Included are 2 meals or a meal and a snack.

- Transportation is provided to families living within the designated route.
(Self-Transporting may be an option for families living off the route).

Single Session Classes may be a.m. or p.m. and are 4.0 hrs.- 5.0 hrs., or longer hours If there is all-day 4K at the Beloit Center.

- Meals and/or snacks are included.

-Wrap-around Child Care is included where possible and is available for families who qualify and can self-transport (transportation is not available for children enrolled in wrap-around childcare classrooms). Wrap-around means the child would arrive before the H.S. class time and/or remain after the H.S. class time ends in the care of qualified providers in early care and education.

EARLY HEAD START:

- **CENTER BASED MODEL** offers children learning opportunities five days per week for the full year (excepting holidays, etc.), and provides safe nurturing environments for children to learn while their parent(s) are working or going to school, and supports each parent in meeting families' goals and in becoming their child's most important teacher and advocate.
- **HOME BASED MODEL** provides at least 90 minute home visits to enrolled families weekly with a Family Advocate who supports each parent in meeting families' goals and in becoming their child's most important teacher and advocate.
- **CENTER BASED TEEN PROGRAM MODEL** allows teens to finish their high school education while benefitting from all Early Head Start services.

Mothers/Fathers/Guardians are encouraged to visit the classroom, join in and support the activities. *Please note: Where classrooms are located in some school district buildings, parents will be asked to have a background check.*

All Head Start children will:

- Be assigned to a Head Start classroom that is safe and welcoming. This classroom may be found in a public school, community location or a church-
(*H.S. lesson plans do not have any religious content and H.S. does not have any religious affiliations*).
- Receive transportation services by a Head Start or public school bus, unless it is arranged for a parent to self-transport due to living off the route, scheduling, or child is enrolled in a wrap-around childcare classrooms.
- Receive healthy meals/snacks that meet the USDA's Child & Adult Care Food Program requirements.

• FIELD TRIPS AT HEAD START

As planning, budget and transportation allows, your child may participate in field trips. You will always be notified prior to the date of the field trip. We will need your signature giving us permission for your child to attend. You may also refer to your **Emergency Fact Sheet** regarding "walk abouts". Please talk to your child's teacher if you would like to attend field trips.

Please note: If your child attends another program/school that may be having a field trip- **it will be important for you to notify your child's Head Start teacher of whether or not your child will attend Head Start those days. Please notify the other schools on the days HS has field trips.**

• AT-HOME ACTIVITIES TO PROMOTE SCHOOL SUCCESS AND INCREASE CHILD OUTCOME SCORES IN MATH, SCIENCE, LITERACY AND ALL AREAS

- We hope you will join in the fun by helping your child discover learning opportunities in your home. Any time you spend time with your child at home doing an at-home project assigned by the teacher it is considered a contribution toward volunteer hours. **Please record the dates and hours of your activities on a pink In-Kind Form.** Ask your teacher for this form.

Here are some ways to access additional at-home learning projects:

- Ask the teacher for projects to work on with your child at home to support learning.
- Utilize Resource Carts located at most of the centers.
- Ask to use Learning Tubs from the classroom (*if available*).
- Literacy projects from Family Literacy book distributions or the Rock and Walworth County Wisconsin BookWorms™ activity sheets.
- Helping your teacher prepare for classroom activities and promoting them at home.
- Provide items from home as available and teachers ask for them.

BEHAVIOR MANAGEMENT GUIDANCE FOR CHILDREN AT HEAD START and EHS

POSITIVE GUIDANCE POLICY INFORMATION

The Positive Guidance Handbook explains behavior management tools we use in our classrooms and may be helpful to use at home. This handbook will be given to each Head Start family enrolled in the program. The foundation for this handbook will be the “Conscious Discipline” approach developed by Dr. Becky Bailey.

• OTHER FEDERAL INITIATIVES & GUIDELINES

OUTCOMES- We have been invited to show lawmakers how our program supports children, families and communities in the areas as listed:

* Reading, language and thinking skills

*Physical and coordination skills

* Social skills; as well as how we are able to promote good attitudes towards learning

Note: Outcomes information will help us plan for each child individually and support Head Start Staff in developing lesson plans, and providing environments and teaching approaches that promote good self-esteem. PARENTS ARE ENCOURAGED TO REQUEST OUTCOMES INFORMATION AT ANY TIME, OR TO ASK FOR A COPY OF THE PROGRAM ANNUAL REPORT OR VIEW IT AT OUR WEBSITE.

LITERACY- We know that reading can take a person places unimagined, teaches many things and inspires incredible ideas. Everyone deserves to be able to read. Head Start is committed to giving every child the tools and environments needed to begin to learn to read. You can help us by reading to your child often- everyday, if possible. Together we will give your child the confidence he/she needs to love to learn. *If you would like to read better, we can help with that too.*

FATHERHOOD- Research has shown that children benefit greatly when fathers take an active role in parenting- even if the father does not live in the home. Fatherhood programming focuses on helping fathers gain the knowledge, skills and attitudes needed to play an active role in the child’s life. There will be special events held at centers throughout the year for fathers to attend with their child as well as parenting classes for fathers.

ORAL HEALTH- Research clearly shows that oral health is just as important as physical and mental health. Head Start is dedicated to supporting the following; helping families to meet the oral health needs- as well as finding dental homes, providing training and education to parents, staff and the community, promoting prevention and advocating for oral health initiatives that will benefit families.

DUAL LANGUAGE LEARNERS- Research indicates that it is important for children to continue to learn and develop in their first language as they begin or continue to learn a new language. RWCFS is committed to supporting children and families who are learning more than one language at the same time.

HEALTH SERVICES

HEALTH, NUTRITION AND CHILD SAFETY PROCEDURES

PRIORITIES FOR PARENTS IN THIS SERVICE AREA

- PROVIDE CURRENT RECORDS OF PHYSICAL/DENTAL EXAMS
- PROVIDE WRITTEN DOCUMENTATION FROM DOCTOR ABOUT SPECIAL HEALTH CARE NEEDS FOR PURPOSES OF DEVELOPING AN INDIVIDUAL SERVICE PLAN (ISP)
- PROVIDE WRITTEN DOCUMENTATION FROM DOCTOR FOR ALLERGIES, AND OTHER HEALTH CONDITIONS AS REQUESTED.
- PROVIDE PARENT PERMISSION AND SIGNATURE FOR STAFF TO ADMINISTER PRESCRIBED MEDICATIONS.
- PRESCRIPTION MEDICATIONS MUST BE PROVIDED TO STAFF IN AN ORIGINAL PRESCRIPTION CONTAINER THAT IS CURRENT AND CLEARLY LABELED
- PROVIDE OR GIVE STAFF PERMISSION TO OBTAIN WRITTEN INSTRUCTION AND SIGNATURE FROM A PHYSICIAN TO ADMINISTER OVER THE COUNTER MEDICATIONS.

- **HEAD START'S COMMITMENT TO WELLNESS** includes a broad range of health and nutrition services for children, families and staff. Head Start staff will practice effective hygiene, sanitation and disinfecting measures to reduce the spread of germs and risk of illness/disease.

Parents, guardians and foster parents are encouraged to talk to children about upcoming screenings like hearing, vision, oral health, etc. Parents should explain that screenings are done to help us make sure their ears, eyes, mouth, etc. are healthy. Parents should explain that screenings do not hurt and that they will want to hear all about how the screenings go when their child gets home. Parents are encouraged to talk to their family services worker or child's teacher if they would like to know more about the screenings or for the language to use to know how to help prepare their children for screenings.

HEAD START/EARLY HEAD START PERFORMANCE STANDARDS AND STATE OF WISCONSIN CHILD CARE LICENSING RULES AND REGULATIONS-

- Require our program to obtain and maintain up to date health records for each child and to help families find and/or keep health homes.
- It is absolutely necessary to provide your child with a yearly well-child physical exam or according to the well-baby exam schedule.
- IT IS EXTREMELY IMPORTANT for our program to have current medical information for your child. If your child's yearly physical due date comes at any time during the school year, you must provide us with a current record as soon as possible if we are to meet our program requirements.
- Not keeping current records can hurt our funding.
- Any physical exam you schedule for your child, who will be attending Kindergarten the next fall, during our school year will meet Kindergarten registration requirements.

In order to monitor children's health we will provide oral health preliminary exams, and hearing, vision, weight, and developmental and social/emotional screenings with parent permission and input. In order to accomplish this we collaborate with several professionals, such as; hygienists, public health nurses, and other service providers. It is important for parents to understand that these providers have access to a child's records and are bound by the same mandates to keep participating family information confidential.

Head Start/EHS will also ask for a Medical Assistance number or BadgerCare Standard Insurance information to support our screening programs and collaborations with other health service providers.

- **EMERGENCIES AND INJURIES**

- Head Start/EHS staff is prepared to act quickly in a health emergency and have received training in health emergency procedures, basic first aid, infant/child CPR, Sudden Infant Death Syndrome and Shaken Baby Syndrome.
- Head Start facilities and equipment are well maintained and hazard free.
- Safety education (including Transportation Pedestrian Safety), and using “teachable moments” to discuss safety for children is promoted regularly in the classroom and on bus rides.
- First aid kits are well supplied and are available in each classroom, kitchen and bus. Fanny-pak first aid kits are also provided for use on field trips, walks and for playing outside.
- When you sign the Emergency FACT Sheet, you give HS/EHS staff permission to respond to medical incidents within the scope of their training.
- When you sign the Emergency FACT Sheet, you give staff permission to call emergency medical professionals to respond to emergency medical incidents and show your understanding that payment for these services would be your responsibility.
- When you sign the Emergency FACT Sheet, if staff are unable to reach you then you consent to the transfer of your child for purposes of receiving medical attention.

- **CHILD SAFETY DURING CENTER EMERGENCIES**

- The center has procedures for emergency situations, such as fire, tornado, bomb threat or other disaster. The center has determined alternative locations if evacuation is necessary (see page 32/Emergency Procedures). For their safety, children may not be released during emergency situations such as a tornado warning or facility lock-down. Reuniting children and parents will occur as soon as it is possible to do so in a safe and organized way.

- **CONTAGIOUS ILLNESSES POLICY**

Short-Term contagious illnesses or conditions may temporarily exclude a child from program participation to protect the health of the child, other children and staff.

****You may request a copy of the policy on Attendance & Absent Children***

In general there are four reasons to exclude an ill child from a child care setting:

- 1) The illness prevents the child from participating comfortably in the program activities.
- 2) The illness makes the child have a greater need for care than the caregivers can manage without compromise to care of the other children.
- 3) The child has a specific condition that is likely to expose others to a communicable disease.
- 4) The Center for Disease Control (CDC) has provided exclusion guidelines (as they did when there was a swine flu outbreak).

The specific conditions that require exclusion are as follows-

- **Fever and behavior change.** (*Please note: a child with a fever who is acting normal does not always need to be excluded*). Teachers will make this determination based on the four reasons stated previously.
- **Symptoms of severe illness** such as uncontrolled coughing, inexplicable crying or irritability, difficulty breathing, wheezing, and lethargy.
- **Diarrhea defined as** more watery and frequent stools not associated with diet or medication change- and the stool is not contained by the child’s ability to use the toilet. Children in diapers must be excluded. Children who have learned to use the toilet, but cannot make it in time must be excluded.

- **Blood in stools** or hard stools- not explained by diet or medication change.
 - **Vomiting** two (2) or more times in 24 hours.
 - **Persistent abdominal pain.**
 - **Mouth sores with drooling.**
 - **Purulent conjunctivitis** (pink or red eye lining or whites of eyes with white or yellow pus coming from the eyes).
- | | | |
|--|---|---|
| <ul style="list-style-type: none"> - Lice. - Impetigo. - Whooping cough (pertussis). - Measles. - Herpes simplex. | <ul style="list-style-type: none"> - Scabies. - Strep throat. - Mumps. - Rubella. - Rash with fever and behavior change. | <ul style="list-style-type: none"> - Tuberculosis. - Chickenpox or shingles (varicella). - Hepatitis A. -Some Flu viruses |
|--|---|---|

FEVERS:

Elevated body temperature may or may not be an indicator of illness. The following policy will be used to determine whether a child with a fever shall be excluded from participation in programming. A child's temperature will be taken if staff observes one or more of the above indicators of illness. In Early Head Start, an auxiliary or armpit temperature will be taken. Staff members will give careful consideration to factors that might affect body temperature, such as strong emotional upset, high activity level, warm clothing or coverings, to avoid readings due to influences other than illness.

Our program exclusion policy is lengthy and provides greater detail regarding specific temperatures considered to be indicators of when specific age groups should be sent home or kept home. ****You may request a copy of our full exclusion policy*** if you have questions or concerns or would like to review it. Note: Where we collaborate with a childcare program, their fever exclusion policy and procedures will be followed. If your child has a fever and is given a fever reducing medication before school, parents may receive a call to pick up their child from school if the child has a fever and/or other symptoms when the medication has worn off.

● **MEDICATIONS AND SPECIAL HEALTH CARE NEEDS**

- **Prescription medications** will be given to children, in accordance with Head Start standards and State of Wisconsin Child Care Licensing Regulations and only when medication is provided in an original prescription container and parents sign the required child care licensing permission form. A new authorization must be signed by parents whenever a prescription is changed or renewed (this is a child care licensing regulation). Individual plans will be developed for prompt and appropriate response to health care needs.

- **Non Prescription (over the counter) medications** will be given according to written instruction and written signature of a physician and with written permission and signature from a child's parent and/or guardian.

Please note: Keep us informed and updated about your child's health needs.

● **HEAD START/EARLY HEAD START IS A SMOKE FREE CAMPUS**

- **Smoking is prohibited** in all Head Start/EHS Centers, on the grounds, in the bus and at any time children are present. Cigarette butts must not be left in places that are accessible to children or on the grounds of any locations.

- Secondhand smoke has been recognized as a health hazard and a trigger for Asthma.

****You may request a copy of our Smoking Policy.***

● **Parents are invited to join the Advisory Committee, which includes Child Development, Health Advisory, Family & Community Partnerships, Fatherhood, and ERSEA. Parents are also welcome to join the School Readiness Committee or the EHS/HS Curriculum Committees. These committees determine the goals, actions steps, guide training, and make suggestions for changes to forms, policies and systems. Parent input is always welcome. Parents unable to attend meetings can call the Child Development Mgr. to offer suggestions or express concerns.**

NUTRITION

Head Start children receive healthy meals and snacks while coming to Head Start. This may mean a breakfast and lunch, or a lunch and snack. This will depend on class assignment. Food served at Head Start meets the USDA's Child and Adult Care Food Program requirements.

The RWCFS child and adult care food program operates in accordance with the following requirement:

"In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write:

USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, or call toll free (866) 632-9992 (Voice).

Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer."

Head Start staff will work together with mothers, fathers and guardians to identify each child's nutritional needs such as:

- * Cultural or religious preferences
- * Family food budget
- * Accommodations needed for children w/ disabilities
- * Eating concerns or weight issues
- * Family eating patterns
- * Food allergies
- * Special diets

• **NUTRITION STATUS**

- Head Start may request your permission to obtain information that will identify nutrition needs your child may have. Program staff will review your child's height, weight, lead level and hemoglobin/hematocrit -and information you share with us about your child's health history, meals, and your child's eating patterns as well as any concerns you have regarding these things.

• **MEAL SERVICE AT HEAD START**

- Meals are served family style so children will have the opportunity to set the table, pour their own drink, make their own food choices and help clean up.
- Children are encouraged to socialize during meals and mothers, fathers and guardians are invited to join us during meal times.
- Children and staff engage in conversations during meal times about food color, textures, hot and cold food and the importance of making good food choices.

• **MEALTIME GUIDELINES:**

- 1) **At no time is a child forced to eat all of the food on their plate.**
- 2) **At no time is a child forced to eat food they do not like.**
- 3) **At no time is food withheld as a punishment or given as a reward.**
- 4) **Children are encouraged to try new foods, but never required to try new foods.**

• **FOOD “TREATS” RULES:**

Head Start will only serve children food that is prepared by Head Start or a contracted vendor.

PLEASE NOTE: Head Start/EHS asks both STAFF AND PARENTS not to send or bring in food treats for special events, *such as a birthday- this includes cakes, candy, pizza, etc.* *It is suggested that the parent try to spend the special day in the classroom, lead a special activity, or if they would like- donate a classroom item such as a puzzle, or book. Parents are welcome to ask the teacher for a suggestion.*

• **ADDITIONAL PROGRAM REQUIREMENTS**

Head Start Programs are required to do everything possible to support children and families in responding to:

- Preventing and responding to childhood underweight and overweight issues.
- Finding adequate health resources,
- Finding a medical and dental “home”.
- Responding to individual needs like asthma, allergies, seizures etc
- Ensuring children’s immunizations are current

Please Note: Head Start requires teachers to promote good nutritional habits, oral health habits and promotes that children receive at least 2 hours per day to participate in moderate to vigorous exercise. We try to get in up to 45 minutes in a school day, but we count on parents to ensure children get the other physical activity time and opportunities they need.

WE NEED YOUR HELP!

PLEASE HELP US MAKE SURE THAT EVERY CHILD GETS THE PHYSICAL ACTIVITY OPPORTUNITIES THEY NEED TO HAVE AND KEEP GOOD HEALTH ALL OF THEIR LIVES. Besides it is fun and good for our health as well!

DISABILITIES

HEAD START/EHS BELIEVES ALL CHILDREN ARE UNIQUE AND SPECIAL. Each child comes to us with different strengths and abilities, and we believe that every child has something wonderful to offer.

- **HEAD START OPENS ITS DOORS TO CHILDREN WITH DISABILITIES**

- Head Start does expect that 10% of available enrollment spaces are filled with children who have disabilities and are receiving Special Education Services.
- Head Start partners with local school districts to provide Special Education Services in Head Start classrooms whenever possible, or to coordinate with offsite programs to ensure that each child's unique needs are met. Early Head Start partners with Birth to Three programs to ensure children age birth to three receive beneficial services they qualify for.

- **IN HEAD START AND EARLY HEAD START:**

- Unless a child is already identified as having a disability and is receiving services from a school district or a Birth to Three program, all children receive one or more developmental screenings to identify possible areas of strength and potential areas of concern.
- Head Start/EHS staff will be available to assist parents/guardians in finding answers to questions regarding a child's specific need or development.
- When necessary, if developmental concerns arise, and with parents permission the Head Start/EHS staff will assist families in making a referral for a professional evaluation, special education and/or therapeutic services for their child.
- When an evaluation indicates a child may benefit from special education or related services, Head Start/EHS staff will assist the parents and guardians in understanding their options and legal rights and responsibilities.
- Head Start transportation and/or public school transportation will be arranged to and from other programs when appropriate and possible.
- Head Start/EHS staff will work with mothers, fathers and guardians to help children grow and develop to their fullest potential.

MENTAL HEALTH SOCIAL AND EMOTIONAL WELLNESS

MENTAL HEALTH OBJECTIVES AT HS/EHS MAY INCLUDE WORKING WITH THE MENTAL HEALTH CONSULTANT

The Mental Health Consultant observes regularly in all Head Start & EHS classrooms. Staff may request the MHC to do individual child observations to support development of an Individual Service Plan or provide recommendations to teachers that will support individual children's classroom participation. Written parent permission for this is requested/obtained at the time families apply for services on behalf of their child or children.

• MENTAL HEALTH WELLNESS IN HEAD START/EHS MEANS-

- Feeling good, building on strengths, and seeing concerns as challenges that can be addressed is the program's approach. Head Start/EHS promotes good social/emotional and mental health wellness for children, parents and staff.
- An Individual Service Plan (ISP) will be developed to address a child's unique needs in areas like but not limited to; health needs, toileting needs, behavioral needs, attendance and/or transportation when needed.
- Parents will complete a social emotional screening tool called the Ages and Stages Questionnaire - SE (Social/Emotional). Parents will be informed about options they can choose to pursue if screening scores indicate potential concerns.
- Staff and parents/guardians may work together to complete further screening tools that will support efforts to address behavior or mental health issues or to decide on the most appropriate next step to address the concern.

PARENT NOTES ON EDUCATION, HEALTH, SAFETY, NUTRITION, DISABILITIES AND MENTAL HEALTH:

CHILD SAFETY AND CENTER EMERGENCIES

Reuniting children and parents will occur as soon as it is possible to do so in a safe and organized way.

- **BUILDING LOCKDOWN**

A building lockdown is a precautionary measure in response to a threat directly to the school or in the surrounding community. During an actual lockdown access to our building(s) may be limited to just known authorized individuals or in the case of a major or imminent threat no persons may be allowed to enter. This decision will be based on the level of threat to our site after consultation with local law enforcement. Should this occur, we will make every reasonable attempt to communicate with parents as soon as possible.

- **CLOSED CIRCUIT VIDEO RECORDING** will be used in all Head Start & Early Head Start Classrooms for safety purposes.

- **EVACUATION**

The center has procedures for fire, bomb threat or other disasters. If there is an emergency building evacuation staff and children will be located at:

Name _____ Phone _____
Address: _____ Secondary Location: _____
Address: _____

- **MEDICAL EMERGENCY**

HEAD START WILL:

Provide access to the DCF 251 Licensing Rules for Group Child Care Centers and Rock-Walworth, C.F.S., Inc. Head Start Policies. These documents are available for parents to review at the center their child attends and may be found in the following area:

_____ (H.S. teacher will fill in the location).

- Use an emergency facility for a medical emergency. The following facility will be used:

_____ (H.S. Teacher will fill in the name and location of the facility).

- **DANGEROUS WEATHER**

TORNADO WARNINGS: It is not safe to travel during a tornado warning. Head Start will not transport children on busses during a tornado warning and we ask that parents do not self transport during these times of danger. Listen to sirens and local radio and TV stations (listed below).

WINTER WEATHER AND SAFETY: Unplowed streets and snow/ice covered sidewalks will slow down the route. We will do our best to continue program and transportation services during the winter months.

If your child rides the bus be prepared-

Have your child's boots on, and jacket ready to put on for bus pick up.

Shovel your sidewalks and driveways where your child boards and gets off the bus.

CANCELLATIONS AND DELAYS (LOCAL RADIO AND TV STATIONS)-

- **Rock County:** *WCLO/1230 *WJVL/99.9 FM *Channel 27 TV-WKOW

- **Walworth County:** Listen to public school closings in your area.

Whitewater	*Fox Channel 6TV (Milwaukee)	*WJVL 99.9	*CH 27-TV-WKOW
Lake Geneva	*WJVL 99.9	*Channel 27 TV	
Delavan/Sharon	*WCLO/1230 AM	*WJVL/99.9 FM	*Channel 27 TV-WKOW

COMPLAINT PROCEDURE

***You may request a copy of the Community Complaint Policy as approved by the Policy Council and Board of Directors for complete details.**

STEPS TO TAKE IF YOU HAVE A COMPLAINT:

1. Persons having complaints will direct them to the frontline staff person and the Supervisor.
2. If the concern or complaint is not resolved by the Supervisor the next level would be the Executive Director.
3. At each level the person with the complaint will be assisted with the next step of the process.
4. Rock-Walworth Head Start/EHS will follow up on anonymous complaints based on the seriousness of the alleged concern or complaint.
5. If the complaint or concern is not resolved by the Executive Director, the complaint may be appealed to the Board of Directors/Policy Council. Matters referred to the Board of Directors/Policy Council must be in writing and should be specific in describing the action desired. This complaint must also be signed and dated.
6. A form for the written complaint is available and maybe picked up at the Administrative Center or mailed upon request.

Note: The Board of Directors/Policy Council will not consider or act on complaints that have not been addressed at the beginning procedures as written above.

PARENT RIGHTS & RESPONSIBILITIES

PARENT RIGHTS:

- To be treated with respect and dignity.
- To be welcome in the classroom at any time.
- To be involved in planning for your child and kept informed of his/her progress.
- To take part in planning ways to increase your family's strengths and skills.
- To have input on program planning and decision making.
- To have input on developing parent training.
- To be informed about available community resources and how to access them.

PARENT RESPONSIBILITIES:

- To prepare your child for school each day so they are comfortable, rested, and ready to learn.
- To learn about Head Start/Early Head Start and the opportunities it provides for your children and family.
- To keep your home visit appointments with Teachers, Nurturers, Family Advocates and Family Resource Workers.
- To notify Head Start/Early Head Start immediately if your child will be absent from the classroom or you will not be home for a home visit.
- To notify Head Start/Early Head Start of new phone numbers, addresses and emergency contact changes.
- To participate in by helping in the classroom and attending family events.
- To schedule appointments and turn in required paperwork for physicals, dentals and immunizations.